

Spring 1-15-2004

ENG 1000-001: Fundamental English

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English 1000: Fundamental English
Course Policy Statement and Syllabus
Spring 2004

Instructor: Joshua Sopiartz

Office: Coleman Hall Rm. 201

Office Hours: Monday and Wednesday 3:00-4:00 (or when scheduled)

Required Texts

- Mangelsdorf & Posey. *Choices*. 2nd ed. Bedford/St. Martin's, 2000.
[Please do not remove any pages from *Choices*. Textbook will be checked by instructor at the end of the semester]
- Funk, et al. *The Simon & Schuster Short Prose Reader*. 1997.
- Fulwiler & Hayakawa. *The Blair Handbook*, 3rd ed.

You'll also need an 8 1/2" x 11" spiral-bound notebook for use as a journal in this class.

Goals

To help improve your writing through practice and instruction in developing and organizing ideas; in using words, sentences, and paragraphs effectively; and in acquiring and perfecting skills for revising and editing your prose.

Course requirements

Attendance at and participation in all class meetings; no pattern of tardiness; completion of all reading and writing assignments on time, including full participation in group activities.

Please note: Students who accumulate more than four unexcused absences during the semester should not expect to pass English 1000. (Excused absences are those involving illness, death in the family, and officially approved university activity. When an absence is excused, students may be permitted to make up assignments at the convenience of the instructor.)

Assignments

In addition to several in-class writing assignments, you will complete four out-of-class essays, each of which includes pre-writing activities and a series of rough drafts. You will complete two of these essays by mid-term and the other two during the second half of the semester.

Your writing journal (notebook) will be used for both in-class and out-of-class writing. Some of your journal writing will be assigned; some will be writing that responds to the reading for the class. You are responsible for saving all written assignments and essays. You will be using this material for assembling portfolios of your work to submit for mid-term and for final evaluation.

I may require you to keep a spelling section in your journal. All out-of-class essay assignments should be typed. In-class essays will be hand-written.

I may assign additional exercises based on your specific needs. ALL assignments are important. If you complete the assignments in the planned sequence, you will be much more likely to succeed in this course.

Conferences

You are encouraged to see me for conferences outside of class and to receive extra help in the Writing Center. I may require you to meet with me in conference and to seek tutoring in the Writing Center, which is located in 3110 Coleman Hall (581-5929).

Grading

English 1000 is graded Credit/No Credit. In order to pass the course, you must earn my recommendation and submit a writing portfolio that earns a pass for the course (see the attached sheet on the portfolio). My recommendation will be based primarily on satisfactory and on-time completion of all reading and writing assignments, including exercises, and on satisfactory class participation. You cannot register for English 1001C until you pass English 1000.

Information for Students with Disabilities

If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

Course Syllabus

In order to accommodate the needs of the class, the following schedule of discussion, reading, and writing assignments is tentative. You will be notified of any changes in class. Because writing is a process, topics will often be introduced and then reviewed later in the semester. All assignments—readings, essays, revisions, exercises, and so on—are course requirements and must be completed fully and on time. **Remember, you should save all written assignments and essays.** You will be using this material for assembling two portfolios of your writing. One small portfolio will be submitted at mid-term for the purpose of checking your progress. You will submit a second, larger portfolio for final evaluation of your performance in the course. (See the Portfolio Guidelines attached to this syllabus.)

Week 1 (1/12-16)

*Introductions (get textbooks from TRS; purchase notebook and bring to class)

M 1/12 – Diagnostic in-class essay #1

W 1/14 – Diagnostic in-class essay #2

F 1/16 – Read **Manglesdorf** 451-456 and 458-463

- discuss syllabus

- keeping a journal

Week 2 (1/19-23: No Class on 1/19)

M 1/19 no class (MLK Jr. Day)

W 1/21 Read **Manglesdorf** 4-7 and 12-25

- Read also **Manglesdorf** 93-108

- introduce writing assignment #1

F 1/23 Read **Manglesdorf** 29-36

- Read Mike Royko's "Jackie's Debut: A Unique Day" in **Funk et al** 40-42

Week 3 (1/26-30)

M 1/26 Read **Manglesdorf** 37-50

W 1/28 **Writing #1 First Draft Due**

- in-class exercises

F 1/30 Peer Reviews – make revisions to first draft and bring to class

Week 4 (2/2-6)**M 2/2 Writing Assignment #1 Final Draft Due**

- Read **Funk et al 28-35**
- introduce Writing Assignment #2

W 2/4 Read Langston Hughes "Salvation" in **Funk et al 320-321**

- Read **Manglesdorf 53-72**
- in class writing exercise (**Manglesdorf 95-96**)

F 2/6 Read Richard Selzer "The Discuss Thrower" in **Funk et al 332-334**

- Read **Manglesdorf 72-89**
 - Hand back Writing Assignment #1 – schedule individual conferences for next week
- Monday and Tuesday**

Week 5 (2/9-13--no class 2/13)

M 2/9 Read **Manglesdorf 92-113**

- group work

W 2/11 Writing Assignment #1 Revisions Due

- Read **Manglesdorf 113-141**
- group work

F 2/13 No Class (President's Day Observed)

Week 6 (2/16-20)**M 2/16 Writing Assignment #2 First Draft Due**

- Discuss midterm portfolio
- Peer Reviews

W 2/18 Read William Recktenwald's "A Guard's First Night on the Job" in **Funk et al 48-50**

- Read Ana Maria Corona's "Coming to America, to Clean" in **Funk et al 316-319**

F 2/20 Writing Assignment # 2 Final Draft DueWeek 7 (2/23-26)

M 2/23 In-Class Essay #1

W 2/25 finish In-Class Essay #1